UNIT OVERVIEW

Course Name: **English**
Unit Title: **Defining Philanthropy**
Grade Level: **9th – 12th Grades**

Overview:

The lessons that comprise this unit were designed to give students an opportunity to draw from their prior knowledge as well as new experiences to develop a deeper understanding of the concept of philanthropy. Student writing skills are also heavily emphasized in this unit.

National Content Standards:

http://www.mcrel.org/compendium/Standard.asp?SubjectID=7

Michigan Content Standards and Benchmarks:

Lessons One & Two:	ELA.III.HS.1	ELA.III.HS.6	ELA.IV.HS.5	ELA.IX.HS.2
Lesson Three:	ELA.III.HS.1 ELA.IX.HS.2	ELA.III.HS.6	ELA.IV.HS.5	ELA.VI.HS.1
Lesson Four:	ELA.IV.HS.5	ELA.X.HS.1		
Lesson Five:	ELA.IV.HS.5	ELA.X.HS.1		

Philanthropy Theme(s):

- Definitions of Philanthropy
- Volunteering and Service

Unit Purpose:

To develop a personal definition for the term philanthropy that is based on prior knowledge as well as facts learned in this unit.

Unit Objectives:

The learner will:

- make correlation between acts of caring and philanthropic actions.
- internalize the meaning of the term philanthropy after reading a variety of definitions for the term.
- organize details in order to generate text.

Experiential Component:

A variety of Service-Learning opportunities can be used to define philanthropy. Some students can be placed in short-term internships in public service agencies. Other students may use the Philanthropy Packs that they make in Lesson Three to teach kindergarten students about philanthropy. Another group of students can read excerpts from their *Definition of Philanthropy* essays on school or community public access program citizens to be more philanthropic.

Time:

Five fifty-minute class periods

Lesson Titles:

1. Philanthro What?
2. Bio-Poem
3. Philanthropic Prescriptions
4. Essay of Definition, Part 1
5. Essay of Definition, Part 2

Unit Assessment:

Although each lesson is assessed for both philanthropic and academic mastery, the unit's assessment is based on the level of philanthropic mastery achieved by the student.

Michigan Curriculum Framework:

Standard		Benchmark	
Lesson One			
ELA	III. Meaning & Communication	HS.	1. Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to complete and present a multi-media project on a national or international issue.
ELA	III. Meaning & Communication	HS.	6. Determine the meaning of specialized vocabulary and concepts in oral, visual, and written tex ts by using a variety of resources, such as context, research, reference materials, and electronic sources.

Michigan Curriculum Framework (Continued):

Standard		Benchmark
ELA	IV. Language	HS.	5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields. Examples include community building, presentations integrating different disciplines, lessons comparing fields of study, promotional material created for an interdisciplinary project, and videos designed to inform or entertain diverse audiences.
ELA	IX. Depth of Understanding	HS.	2. Synthesize from multiple texts representing varied perspectives, and apply the principles and generalizations needed to investigate and confront complex issues and problems.

Lesson Two

ELA	III. Meaning & Communication	HS.	1. Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to complete and present a multi-media project on a national or international issue.
ELA.	III. Meaning & Communication	HS.	6. Determine the meaning of specialized vocabulary and concepts in oral, visual, and written texts by using a variety of resources, such as context, research, reference materials, and electronic sources.
ELA.	IV. Language	HS.	5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields. Examples include community building, presentations integrating different disciplines, lessons comparing fields of study, promotional material created for an interdisciplinary project, and videos designed to inform or entertain diverse audiences.
ELA.	IX. Depth of Understanding	HS.	2. Synthesize from multiple texts representing varied perspectives, and apply the principles and generalizations needed to investigate and confront complex issues and problems.

Lesson Three

ELA.	III. Meaning & Communication	HS.	1. Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to complete and present a multi-media project on a national or international issue.
ELA	III. Meaning & Communication	HS.	6. Determine the meaning of specialized vocabulary and concepts in oral, visual, and written texts by using a variety of resources, such as context, research, reference materials, and electronic sources.

Michigan Curriculum Framework (Continued):

Standard			Benchmark	
ELA	IV.	Language	HS.	5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields. Examples include community building, presentations integrating different disciplines, lessons comparing fields of study, promotional material created for an interdisciplinary project, and videos designed to inform or entertain diverse audiences.
ELA	VI.	Voice	HS.	1. Assess their use of elements of effective communication in personal, social, occupational, and civic contexts. Examples include use of pacing, repetition, and emotion.
ELA.	IX.	Depth of Understanding	HS.	2. Synthesize from multiple texts representing varied perspectives, and apply the principles and generalizations needed to investigate and confront complex issues and problems.

Lesson Four Lesson Three

ELA.	IV.	Language	HS.	5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields. Examples include community building, presentations integrating different disciplines, lessons comparing fields of study, promotional material created for an interdisciplinary project, and videos designed to inform or entertain diverse audiences.
ELA.	X.	Ideas in Action	HS.	1. Use themes and central ideas in literature and other texts to generate solutions to problems and formulate perspectives on issues in their own lives.

Lesson Five

ELA.	IV.	Language	HS.	5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields. Examples include community building, presentations integrating different disciplines, lessons comparing fields of study, promotional material created for an interdisciplinary project, and videos designed to inform or entertain diverse audiences.
ELA.	X.	Ideas in Action	HS.	1. Use themes and central ideas in literature and other texts to generate solutions to problems and formulate perspectives on issues in their own lives.

Philanthropy Theme Framework:

Lesson One

	Strand	Standard		Benchmark
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	HS.	1. Define philanthropy to include giving and sharing; volunteering; and private individual action intended for the common good. Explain how a volunteer group can act for the common good.

Lesson Two

PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	HS.	2. Identify and discuss examples of philanthropy and charity in modern culture.

Lesson Three

PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	HS.	2. Identify and discuss examples of philanthropy and charity in modern culture.

Lesson Four

PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	HS.	1. Define philanthropy to include giving and sharing; volunteering; and private individual action intended for the common good. Explain how a volunteer group can act for the common good.

Lesson Five

PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	HS.	1. Define philanthropy to include giving and sharing; volunteering; and private individual action intended for the common good. Explain how a volunteer group can act for the common good.

Lesson Developed and Piloted by:

Valerie Belay
Detroit Public Schools
Murray-Wright High School
Detroit, Michigan

Course Name: **English**
Unit Title: **Defining Philanthropy**
Lesson Title: **Lesson One: Philanthro What?**
Grade Level: **9th – 12th Grades**
Duration: **One Fifty-Minute Class Period**

National Content Standards:

http://www.mcrel.org/compendium/Standard.asp?SubjectID=7

Michigan Content Standards and Benchmarks:

ELA.III.HS.1   ELA.III.HS.6   ELA.IV.HS.5   ELA.IX.HS.2

Philanthropy Theme(s):

Definitions of Philanthropy

Purpose:

To assess prior knowledge of the term philanthropy

Objectives:

The learner will:

- write his/her own definition of the term philanthropy.
- compile and graph the results of the various student definitions of the term philanthropy.
- read and evaluate several notable literary people's quotations about the term philanthropy.

Materials:

Chalkboard, pen, paper, quotations, graphing diagram, philanthropy poster board, student journals.

Instructional Procedure(s):

Anticipatory Set:

*Randomly pass out five copies of the stenciled letter **"W."** Ask the students to figure out what this means. The correct response is **"the five Ws."** Now ask what do these "Ws" represent? (**Who, What, When, Where** and **Why**) Use a teacher-made poster board to explain how philanthropy answers all five "Ws" (see **Attachment One**). Do not explain **what** on the poster.*

- Announce to the class that their task is to find the answer for **what** on the philanthropy poster. Either distribute a handout with the pre-test question "***What does the term philanthropy mean***?" **or** write this question on the chalkboard. Allow 10 minutes for response.

- Have students read their responses aloud and record them on the board. Ask students to make inferences about the quantity of differing responses. For example, the students might respond by saying that everyone has a different definition for philanthropy.

- Using a graphing diagram, explain to the class how to record data on a graph. Monitor the students as they graph their responses. After the students have finished graphing their responses, use the philanthropy board to inform them that the **official class definition of philanthropy is private action for public good**. Tell the students that the remaining time will be spent finding out what some famous literary figures felt that philanthropy meant.

- Selected students should read the quotations. Ask all of the students to select one of the quotations read to discuss how well it matches the official class definition of philanthropy. They should record their personal responses in student journals.

Assessment:

- Students' pre-test on philanthropy is non-graded

- Student demonstration of 80% accuracy on graphing pre-test responses determines mastery

- Student expression of opinion on literary quotation when presented in the form of a grammatically correct, five-sentence paragraph that may or may not contain spelling errors is demonstration of mastery. *See Rubrics.*

Grammar Rubric

Paragraph form = **1 pt**

Evidence of a topic sentence = **2 pts**

Topic sentence + three support sentences = **3 pts**

Topic sentence + three support sentences + summary sentence = **4 pts**

Philanthropy Rubric

Define philanthropy = **1 pt**

Compares quote to class definition = **2 pts**
(i.e., Emerson is trying to get us to see that we are all alike so when you help someone, you are really helping yourself).

Use the words private action and/or public good in comparison = **3 pts**
(i.e., Wells is telling us that we are all the same; therefore, one person's private action of giving to the poor helps that person, too, because he is a part of the public).

Extension:

Ask students to write a sketch (short narrative) based on the question *"What is philanthropy?"*

Bibliographical References:

"Notable Notes on Philanthropy," *Learning to Give Resource Book,* 1997.

Michigan Curriculum Framework

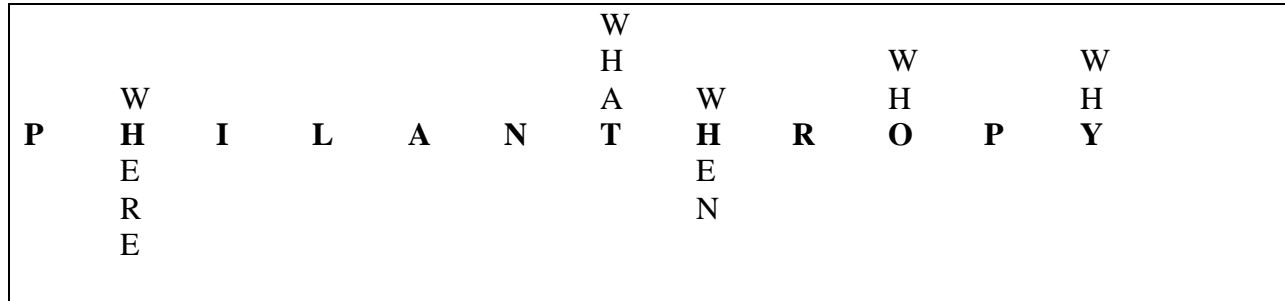| Standard		Benchmark	
ELA	III. Meaning & Communication	HS.	1. Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to complete and present a multi-media project on a national or international issue.
ELA	III. Meaning & Communication	HS.	6. Determine the meaning of specialized vocabulary and concepts in oral, visual, and written texts by using a variety of resources, such as context, research, reference materials, and electronic sources.
ELA	IV. Language	HS.	5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields. Examples include community building, presentations integrating different disciplines, lessons comparing fields of study, promotional material created for an interdisciplinary project, and videos designed to inform or entertain diverse audiences.
ELA	IX. Depth of Understanding	HS.	2. Synthesize from multiple texts representing varied perspectives, and apply the principles and generalizations needed to investigate and confront complex issues and problems.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
PHIL I. Definitions of Philanthropy	DP01. Define Philanthropy	HS. 1. Define philanthropy to include giving and sharing; volunteering; and private individual action intended for the common good. Explain how a volunteer group can act for the common good.

Lesson Developed and Piloted by:

Valerie Belay

Detroit Public Schools

Murray-Wright High School

Detroit, Michigan

Attachmment One
Lesson One: Philanthro What?

I.   **Philanthropy Poster**

```
                                W
                                H                W              W
        W                       A       W        H              H
P       H       I       L   A   N   T   H   R    O      P       Y
        E                       E
        R                       N
        E
```

For each **"W,"** cut out pictures and place them in the appropriate one of five pockets on the board as detailed below. *(A sentence strip holder could also be used.)* The following are pictorial suggestions for each letter:

Where: maps, globes, school   *When*: day planner or watch

Who: faces   *Why*: animal cruelty or starving children

What: Habitat for Humanity or Red Cross

II.   Philanthropy Quotations

"Dwell as near as possible to the channel in which your life flows"
                                        —Henry David Thoreau

"Not one is altogether noble nor altogether trustworthy nor altogether consistent, and not one is altogether vile. Not a single one but has at some time wept."
                                        —H.G. Wells

"America is woven of many strands; I would recognize them and let it so remain. Our fate is to become one, and yet – many. This is not prophecy, but description."
                                        —Ralph Waldo Emerson

"No one has ever become poor by giving."
                                        —Anne Frank

III.   Graphing diagram
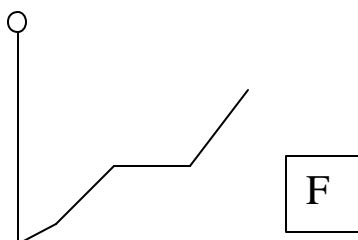
Plot the number of students on O.

Plot the number of different definitions on F.

F

Course Name: **English *LD***
Unit Title: **Defining Philanthropy**
Lesson Title: **Lesson Two: Bio-Poem**
Grade Level: **9th – 12th Grades**
Duration: **One Fifty-Minute Class Period**

National Content Standards:

http://www.mcrel.org/compendium/Standard.asp?SubjectID=7

Michigan Content Standards and Benchmarks:

ELA.III.HS.1   ELA.III.HS.6   ELA.IV.HS.5   ELA.IX.HS.2

Philanthropy Theme(s):

Definitions of Philanthropy

Purpose:

To identify the characteristics of a philanthropist.

Objectives:

The learner will
- write a bio-poem.
- will identify the characteristics of a philanthropist.

Materials:

- Poem template, one large size for classroom display, individual copies for each student for the homework assignment
- *Bio-Poem Note Cards* (**Attachment Two**), enlarged for classroom use
- philanthropy poem
- masking tape

Instructional Procedure(s):

Anticipatory Set:
*Ask the students if they know the meaning of the word **philanthropist**. (If needed, help the students define philanthropist as **someone who gives time, talent and/or treasure for the common good, and/or private volunteery action for the common good**). Read the attached bio-poem about a philanthropist. Now ask the class if they think of themselves as philanthropist. For those who are still unsure, tell them that if they have ever given money in church for the poor or volunteered to rake an elderly neighbor's yard then they, too, are philanthropists.*

- State that most philanthropists are not rich; however, the contributions of the rich are often the most written about.

Instructional Procedure(s) [Continued]:

- Allow students five minutes to brainstorm (students say or write the first things that pop into their minds) a list of famous philanthropists. Display the poem template (see **Attachment One**).

- Tell the class that they will write a bio-poem about a famous philanthropist.

- Remind the class that a bio-poem's purpose is to describe a person. When writing a bio-poem, you must select precise language to fit the form.

- Display the *Bio Poem Note Cards* (**Attachment Two**). Call on students to complete each line of the poem by selecting a card. (The note cards are marked to indicate the line of the poem in which it belongs.) Select a student to read the finished poem aloud.

- Read a biographical sketch about the philanthropist to the class to show how their bio-poem identifies the philanthropist.

Assessment:

100% completion of poem

School/Home Connection:

For homework, have students research one philanthropist from the list generated in this lesson. Write a bio-poem about the philanthropist.

Bibliographical References:

- Sebranek, P., V. Meyer, and D. Kemper. *Writers Inc.: A Student Handbook for WRITING & LEARNING.* Boston, MA: D.C. Heath and Company, 1996.

- ———. "Turner Hopes 'Joy of Giving is Contagious,'" *CNN Interactive,* 19 Sept. 1997.

Michigan Curriculum Framework:

	Standard		Benchmark
ELA	III. Meaning & Communication	HS.	1. Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to complete and present a multi-media project on a national or international issue.
ELA.	III. Meaning & Communication	HS.	6. Determine the meaning of specialized vocabulary and concepts in oral, visual, and written texts by using a variety of resources, such as context, research, reference materials, and electronic sources.
ELA.	IV. Language	HS.	5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields. Examples include community building, presentations integrating different disciplines, lessons comparing fields of study, promotional material created for an interdisciplinary project, and videos designed to inform or entertain diverse audiences.
ELA.	IX. Depth of Understanding	HS.	2. Synthesize from multiple texts representing varied perspectives, and apply the principles and generalizations needed to investigate and confront complex issues and problems.

Philanthropy Theme Framework:

	Strand		Standard		Benchmark
PHIL	I. Definitions of Philanthropy	DP01.	Define Philanthropy	HS.	2. Identify and discuss examples of philanthropy and charity in modern culture.

Lesson Developed and Piloted by:
Valerie Belay
Detroit Public Schools
Murray-Wright High School
Detroit, Michigan

Attachment One
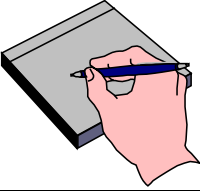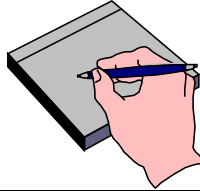**Lesson Two: Bio-Poem**

Philanthropist
by Valerie Belay
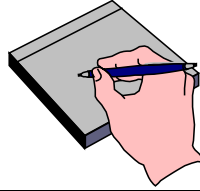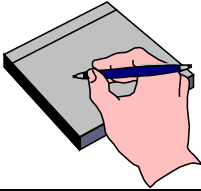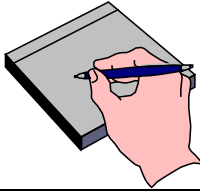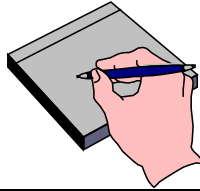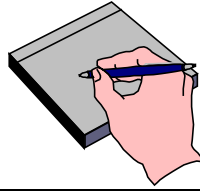
Philanthropist

Helper, giver, server, volunteer
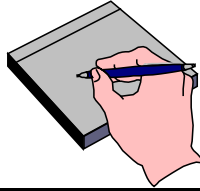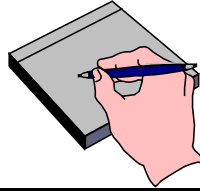
Brother of humanity

Lover of the poor, the homeless, and the sick

Who feels compelled, compassionate, and driven

Who needs no thanks, flowers, or tax credits

Who fears others losses, hunger pangs, and pain

Who gives time, money, and service

Who would like to see an end to poverty, sickness, and undereducated children

Resident of my community
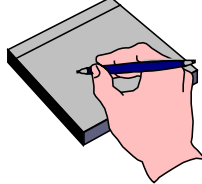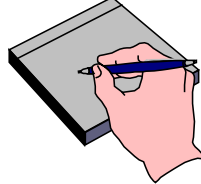
You

Poem Template

Line 1:	**First name**
Line 2:	**List four words that describe you**
Line 3:	**Relative of _____**
Line 4:	**Lover of _____, _____, and _____**
Line 5:	**Who feels _____, _____, and _____**
Line 6:	**Who needs _____, _____, and _____**
Line 7:	**Who fears _____, _____, and _____**
Line 8:	**Who gives _____, _____, and _____**
Line 9:	**Who would like to see _____, _____, and _____**
Line 10:	**Resident of _____**
Line 11:	**Last name**

Attachment Two
Lesson Two: Bio Poem
Bio Poem Notecards

Bio-Poem Line 1 Ted	**Bio-Poem Line 2** Visionary	**Bio-Poem Line 2** Philanthropist	**Bio-Poem Line 2** Media Mogul	**Bio-Poem Line 2** Prince of the Global Village
Bio-Poem Line 3 Jane Fonda	**Bio-Poem Line 4** CNN	**Bio-Poem Line 4** The environment	**Bio-Poem Line 4** Ebenezer Scrooge	**Bio-Poem Line 5** That he is the right man
Bio-Poem Line 5 In the right place	**Bio-Poem Line 5** At the right time	**Bio-Poem Line 6** Other billionaires to give more	**Bio-Poem Line 6** No extra tax deduction	**Bio-Poem Line 6** The Star Spangled Banner to be replaced

Bio-Poem Line 7	**Bio-Poem Line 7**	**Bio-Poem Line 7**	**Bio-Poem Line 8**	**Bio-Poem Line 8**
". . . that life on Earth is in danger on several environmental fronts."	" . . .that a lot of rich people think just because they are rich they are better off than other people."	". . . that the United States has got some of the dumbest people in the world." ** in reference to TV viewers*	Billions to United Nations causes	The Citadel
Bio-Poem Line 8	**Bio-Poem Line 9**	**Bio-Poem Line 9**	**Bio-Poem Line 9**	**Bio-Poem Line 10**
Environmental programs	The joy of giving become contagious	The Atlanta Hawks win the NBA Championship	More dinosaurs fossils found on his Montana ranch	Georgia
Bio-Poem Line 11				
Turner				

Course Name: **Philanthropy and English**
Unit Title: **Defining Philanthropy**
Lesson Title: **Lesson Three: Philanthropic Prescriptions**
Grade Level: **9th – 12th Grades**
Duration: **One Fifty-Minute Class Period**

National Content Standards:

http://www.mcrel.org/compendium/Standard.asp?SubjectID=7

Michigan Content Standards and Benchmarks:

ELA.III.HS.1   ELA.III.HS.6   ELA.IV.HS.5   ELA.VI.HS.1
ELA.IX.HS.2

Philanthropy Theme(s):

Definitions of Philanthropy

Purpose:

To define the meaning of the word philanthropy.

Objectives:

The learner will:

- make a correlation between acts of caring and philanthropic actions,

- role-play appropriate and inappropriate philanthropic actions for given scenarios, and

- identify the philanthropic actions based upon their role-plays.

Experiential Component:

Help students to locate public service agencies whose goals are representative of the group's word for CARE (Association of Retarded Citizen's goal is representative of Social Skills). The teacher could arrange to bring student groups to various agencies for short-term internships.

Materials:

- Empty film rolls

- Prescription strips template (see **Attachment One**)

- Venn Diagram ditto (see **Attachment Two**)
- Scenario cards

Instructional Procedure(s):

Anticipatory Set:

*Write the word **CARES** on the chalkboard. Ask the students, "What does it mean when someone cares for you?" Remind them that committing a philanthropic action (private action for the public good) demonstrates how we care about an issue or person.. State that over the years many philanthropists cared enough about certain problems to try to prescribe a remedy for the situation. End the introduction by telling the class that today's objective gives each of them the opportunity to prescribe a philanthropic solution to current societal issues.*

- Divide the class into 5 groups. Instruct each group to 1) read the scenarios, and 2) develop a negative and positive response for each scenario (role-play). Each scenario card represents a word from the acronym for **CARES**.

- An example of a typical negative response to Scenario 3 for Responsible would show the students role-play a businessperson in his office saying "I've made it! I should do something to help other poor kids from my old neighborhood go to college. Well, on second thought, they can work hard like I did and stop looking for a handout!"

- An example of a typical positive response to Scenario 3 for Responsible would show the students role-play that same businessperson saying, "I've made it! I should do something to help other poor kids from my old neighborhood go to college." The businessperson calls his or her secretary. "Ms. Wilson, write a memo to my old High School announcing my decision to start a scholarship for a graduating senior who has good grades but no money."
  Allow approximately 15 minutes to develop their responses and call on each group to present their role-play.

- After each group's presentation, ask them to identify the philanthropic action shown in their role-play. For the negative response, the philanthropic action is nonexistent because the businessperson chose not to help others although he had the money. In the positive response, the businessperson took philanthropic action by realizing the need to give back to his community and following through on that realization.

- At the end of all the presentations, give each group the matching prescription from the pillbox. Ask a group member to read the solution to their scenario as prescribed by a famous philanthropist.

Assessment:

Using a Venn Diagram, students provide two correct examples of comparison and contrast of their role-play solutions to those of a famous philanthropist. Scoring two points indicates mastery.

Venn Diagram Rubric

Correctly lists two examples in all three circles	**3 pts**
Correctly lists examples for likeness but writes incorrect examples for differences or vice versa	**2 pts**
List incorrect examples in two circles	**1 pt**
No answer	**0 pts**

Extension:

Using the same groups established for this lesson, assign students the task of writing a pamphlet listing community services. Compose a display unit advertising the public service pamphlets. Distribute student pamphlets to your neighborhood branch public library.

Sample pamphlet entry: **Responsible**
Q:	**My child needs glasses but I simply can't afford to buy glasses. What do I do?**
A:	Contact the Lions Club at (313) 355-6000.

Sample pamphlet entry: **Empathy**
Q:	**My best friend is 15 years old and fighting cancer. To make matters worse, her hair has started to fallout. I wish I could make her a wig with my hair. Where could I find help?**
A:	Call Wendy's Wigs at (313) 522-9420. She specializes in making wigs for chemotherapy patients.

Bibliographical References:

- Cohen, T.   "Who's Getting the Charity?" *Philanthropy Journal Alert,* 24 Oct. 1997.
- ———.	"CARES In-service." Detroit Public Schools Department of Social Work, 10 Jan. 1998.

Michigan Curriculum Framework:

Standard		Benchmark	
ELA.	III. Meaning & Communication	HS.	1. Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to complete and present a multi-media project on a national or international issue.
ELA	III. Meaning & Communication	HS.	6. Determine the meaning of specialized vocabulary and concepts in oral, visual, and written texts by using a variety of resources, such as context, research, reference materials, and electronic sources.

Michigan Curriculum Framework:

Standard		Benchmark	
ELA..	IV. Language	HS.	5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields. Examples include community building, presentations integrating different disciplines, lessons comparing fields of study, promotional material created for an interdisciplinary project, and videos designed to inform or entertain diverse audiences.
ELA	VI. Voice	HS.	1. Assess their use of elements of effective communication in personal, social, occupational, and civic contexts. Examples include use of pacing, repetition, and emotion.
ELA.	IX. Depth of Understanding	HS.	2. Synthesize from multiple texts representing varied perspectives, and apply the principles and generalizations needed to investigate and confront complex issues and problems.

Philanthropy Theme(s):

Strand		Standard		Benchmark	
PHIL	I. Definitions of Philanthropy	DP01.	Define Philanthropy	HS.	2. Identify and discuss examples of philanthropy and charity in modern culture.

Lesson Developed and Piloted by:
    Valerie Belay
    Detroit Public Schools
    Murray-Wright High School
    Detroit, Michigan

Attachment One
Lesson Three: Philanthropic Prescriptions
Scenarios
Note: make two copies of this attachment. Give each group a scenario with the answer cut off.
Put the second copy (with the answer attached) into the film canisters.

Scenario 1:   **Cooperation**

Too many of America's babies are left in unlicensed and untrained care everyday. Parents must
work. Their children should be well cared for while they work. We want to improve the quality
of child-care in our country.

Answer:
Thirty-eight corporations and foundations joined forces to donate more than $11.8 million
toward a nationwide reform of child-care programs. The W.K. Kellogg Foundation was one of
the thirty-eight.

Scenario 2:   **Assertive**

Disabled people or their caregivers could find information on assistive technology. They could
share technology success stories and challenges. They could find a friend. The Internet could do
all this for disabled people. How do we empower adults with disabilities?

Answer:

The United Cerebral Palsy Association of Greater Chicago sought to empower disabled adults by
starting an Internet training seminar series.

Scenario 3:   **Responsible**

I have been very successful in my career. I feel that I owe it to the youth of the United States to
help educate them. How can I give back to my community?

Answer:

"Giving to charity is what we do best here at Newman's Own," says Paul Newman
(Philanthropy Journal, 1997). He donates 100 percent of his after-tax profits to educational and
charitable causes.

Scenario 4: **Empathy**

I traveled in a foreign land and saw much need. Women and children were ill but had little health care. Tuberculosis threatens the health of this Russian nation. What can I do to ease the suffering I witnessed?

Answer:
"Billionaire financier George Soros pledged $500 million to Russia for health care, education and military reform (*Philanthropy Journal*, 1997)."

Scenario 5: **Social Skills**
We want to support clubs that teach kids the social skills needed in life. We also want to support clubs that keep kids off the street and off drugs. Which clubs should we help?

Answer:

Upton's, a retailer, chose Boys & Girls Clubs of America as its official charity. Company commitment extends from fundraising to mentoring.

Attachment Two
Lessons Three: Philanthropic Prescriptions

Venn Diagram

Differences

Likenesses
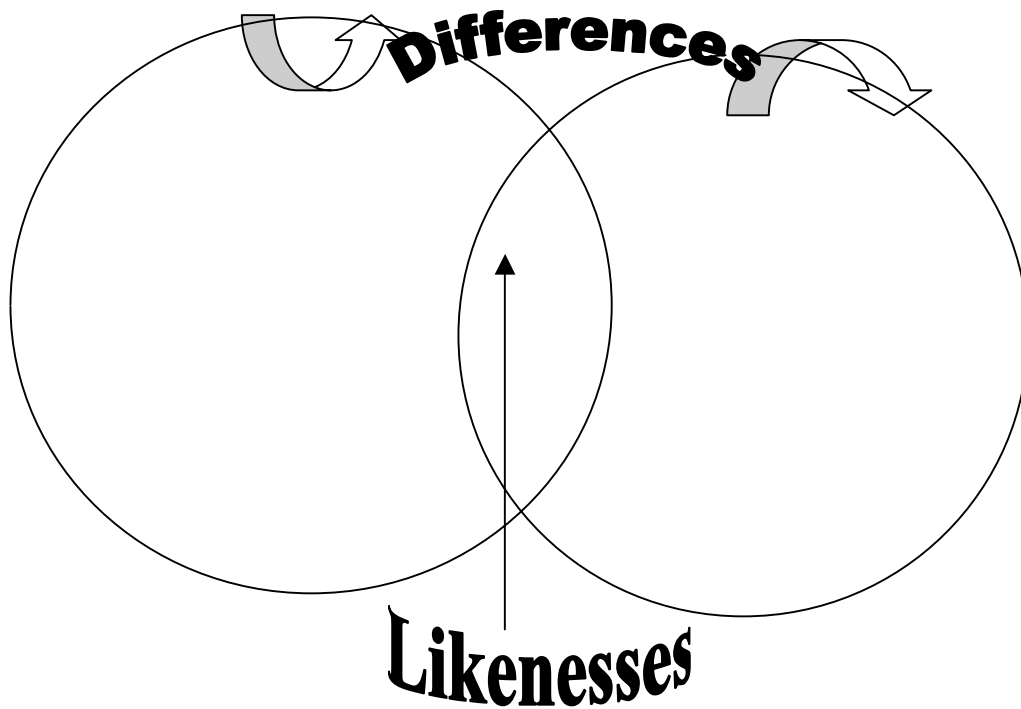
Course Name: **English**
Unit Title: **Defining Philanthropy**
Lesson Title: **Lesson Four: Essay of Definition¾Part I**
Grade Level: **9th – 12th Grades**
Duration: **One Fifty-Minute Class Period**

National Content Standards:

http://www.mcrel.org/compendium/Standard.asp?SubjectID=7

Michigan Content Standards and Benchmarks:

ELA.IV.HS.5   ELA.X.HS.1

Philanthropy Theme(s):

- Definitions of Philanthropy
- Volunteering and Service

Purpose:

To define, explain, and clarify the meaning of the word philanthropy

Objectives:

The learner will:

- internalize the meaning of philanthropy after reading a variety of definitions for the term.

- organize details in order to generate text.

- make Philanthropy Packs for younger students

Experiential Component:

Students who complete Philanthropy Packs could use them to teach a lesson on philanthropy to a kindergarten class at a neighborhood school or at the daycare. The kindergarten children can continue their dialogue on philanthropy by pledging to do one good deed a day. Children receive a Good Deed Ticket for telling the teacher why what they did was a good deed. These tickets should have no reward attached to them. High School students could make follow-up visits to take pictures of the young philanthropist and read picture books on philanthropy to them.

Materials:

- *Philanthropy Task Packs* for each group (see **Attachment One**)
- Student Notebooks
- *KWL* Chart
- Group Assessment Tool
- Philanthropy Rubric for Group Assessment

Instructional Procedure(s):

Anticipatory Set:

*Begin this writing exercise by first telling the students that the concept of philanthropy is complex enough to require real thought by the writer and the reader. To demonstrate the complexity of the term, ask the class to review their graph of the definition of philanthropy located in their notebooks (see **Lesson One: Philanthro What?**).*

- State that today's assignment will provide an opportunity to use what they know about philanthropy as well as what they have learned about the concept.

- Divide the class into three small groups and provide each group with a Task Pack. Assign duties to group members: leader, reader, writer and reporter. Each Pack should contain a dictionary definition of philanthropy, the official class definition of philanthropy (see Lesson One), newspaper articles reporting on philanthropy, facts on philanthropy and a quote from an authority on the subject. The KWL Chart also must be in the pack.

- Instruct the groups to read all the information in the task pack then organize that information on the *KWL* chart that is also in the task pack.

List what you **KNOW**	List what you **WANT** to know	List what you **LEARNED**

- Inform the groups that they will be able to use only the *KWL* Chart to write an essay of definition tomorrow. The teacher should spend five to ten minutes as a member of each group to facilitate the discussion.

_____

Assessment:

Students are assessed on group skills during this lesson. A total score of 12 or higher indicates mastery on the Group Assessment Tool; whereas, a score of 10 or higher indicates mastery on the Philanthropy Rubric for Collaborative Groups.

Group Assessment Tool

Assignment of duties to group members i.e. leader, reader, writer, reporter	**3 pts**
Breakdown of task into component parts	**3 pts**
Observation of input from all group members towards task completion	**3 pts**
Group stays on task until completion of task	**3 pts**
Completion of task	**3 pts**

Philanthropy Rubric for Collaborative Groups

The role of the collaborating partners (the readers and reporters) in each group is to help the writers develop and elaborate on their writing plans. As you observe the groups do you hear questions similar to these:

- "What I hear you saying is that philanthropy is (e.g., **giving**).
  Am I hearing you right?"   **5 pts**
- "You just said that philanthropy is (e.g., **helping**).
  Tell me more about what you mean or what in the article
  made you say that?"   **5 pts**
- "If the purpose of philanthropy is (e.g., **helping the needy**),
  how do the facts on philanthropy in the Task Pack
  show this goal?"   **5 pts**
- "Can you find any other goal of philanthropy in the Task Pack?"   **5 pts**

Extension:

Have students to create original Philanthropy Packs for younger children. Tell them that each Pack must contain a concrete example of philanthropy with a clear explanation of why it was chosen. Be sure to include other facts about philanthropy. Use a quotation from an authority that a young child will recognize such as a well known children's cartoon character

Bibliographical References:

- Bentley, R. and L. Nissan. *The Roots of Giving and Serving.* Indianapolis, IN: The Indiana University Center on Philanthropy, 1996.

- Sebranek, P., V. Meyer, and D. Kemper. *Writers Inc. A Student Handbook for WRITING & LEARNING.* Boston, MA: D.C. Heath and Company, 1996.

- _____. "Philanthropy." *Learning to Give Resource Book,* 1997.

Michigan Curriculum Framework:

Standard		Benchmark	
ELA.	IV. Language	HS.	5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields. Examples include community building, presentations integrating different disciplines, lessons comparing fields of study, promotional material created for an interdisciplinary project, and videos designed to inform or entertain diverse audiences.
ELA..	X. Ideas in Action	HS.	1. Use themes and central ideas in literature and other texts to generate solutions to problems and formulate perspectives on issues in their own lives.

Philanthropy Theme(s):

Strand		Standard		Benchmark	
PHIL	I. Definitions of Philanthropy	DP01.	Define Philanthropy	HS.	1. Define philanthropy to include giving and sharing; volunteering; and private individual action intended for the common good. Explain how a volunteer group can act for the common good.

Lesson Developed and Piloted by:
  Valerie Belay
  Detroit Public Schools
  Murray-Wright High School
  Detroit, Michigan

Attachment One
Lesson Four: Essay of Definition¾Part 1

Making Your Own Philanthropy Task Pack: Each pack should contain a dictionary
definition of philanthropy, the official class definition of philanthropy (see **Lesson One**),
newspaper articles reporting on philanthropy, facts on philanthropy, and a quote from an
authority on the subject. The KWL chart also needs to be in the pack.

Quotes:

*"It is every man's obligation to put back into the world at least the equivalent of what he takes
out of it."*

—Albert Einstein

"The surest way to be happy is to seek happiness for others."
—Martin Luther King, Jr.

"The impersonal hand of government can never replace the helping hand of a neighbor."
—Hubert H. Humphrey

KWL Chart

K	W	L
List what you **KNOW**	List what you **WANT** to know	List what you **LEARNED**

Course Name: **English**
Unit Title: **Defining Philanthropy**
Lesson Title: **Lesson Five: Essay of Definition¾ Part 2**
Grade Level: **9th – 12th Grades**
Duration: **One Fifty-Minute Class Period**

National Content Standards:

http://www.mcrel.org/compendium/Standard.asp?SubjectID=7

Michigan Content Standards and Benchmarks:

ELA.IV.HS.5 ELA.X.HS.1

Philanthropy Theme(s):

Definitions of Philanthropy

Purpose:

To define, explain, and clarify the meaning of the word *philanthropy*

Objectives:

The learner will:

- write an outline for their essay of definition.

- write a five-paragraph essay of definition that explains and clarifies the term *philanthropy*.

Experiential Component:

Contact your local radio station to see if your class can be a guest on their community news show. The class could read excerpts from their essays and answer listener's questions on what philanthropy is and is not. The aim of the show would be to encourage community members to commit an act of philanthropy.

Materials:

- Student KWL (see **Attachment One,** *Lesson Four: Essay of Definition, Part I*)

- Paper, pen

- Five-Level Outline Template (see **Attachment One,** *Lesson Five: Essay of Definition, Part II*)

- Computer (if available)

Instructional Procedure(s):

Anticipatory Set:
Let the students present their group KWL sheets to the class as the introduction to today's lesson.

- Inform them that with the same ease that they completed the KWL sheets, they will now write an essay of definition based on that information.
- Keeping Lesson Four's groups intact, review the steps in developing a Five-Level Outline. Be sure that each group has an outline template and their completed KWL sheet.
- Stress the importance of developing solid thesis and organizational statements since they set the tone of the essay. Assist students as needed.
- Remind the groups that once they have completed the outline, they will be able to transfer it to the essay format with ease. If you have access to computers, have the groups complete this lesson using computer technology.
- Remind them that they must not rely on the computer's grammar check to make all needed revisions.
- The finished copy is due at the end of the hour.
  NOTE: Depending on the student's ability level and computer application skills, this lesson may require additional class time to complete.

Assessment:

- Students are required to attain an 80% accuracy level on the outline components (22 possible points).
- Student essay is based on holistic scoring sheet. Again, an 80% accuracy level indicates mastery (35 points on Evaluating an Essay of Definition & 13 points on Evaluating an Essay of Definition for Philanthropic Components).

Evaluating an Essay of Definition: *Based on each of the following questions, rate the essay 1-4, with 1 being the lowest rating and 4 being the highest.*
A=44-40 pts., B=39-35 pts., C=34-30 pts., D=29-26 pts., F=25-22 pts.

---

1. Does the thesis statement clearly identify the subject and main idea of the essay?
   1   2   3   4
2. Is your definition clearly supported in at least two ways?
   1   2   3   4
3. Have you included at least one specific example, anecdote or comparison?
   1   2   3   4
4. Is your writing organized logically?
   1   2   3   4
5. Did you describe the term's properties?
   1   2   3   4
6. Did you tell other facts about the term?
   1   2   3   4

Assessment (Continued):

7. Did you use a quotation from an authority?

   1   2   3   4

8. Did you tell how the term/concept works?

   1   2   3   4

9. Is your essay at least five paragraphs in length?

   1   2   3   4

10. Is the conclusion effective?

   1   2   3   4

11. Few grammatical or spelling errors are evident in essay.

   1   2   3   4

Evaluating an Essay of Definition for Philanthropic Components: *Based on each of the following questions, rate the essay 1-4, with 1 being the lowest rating and 4 being the highest.*
A=17-20 pts., B=13-16pts., C=10-12 pts., D=5-9 pts., F=1-4 pts.

---

1. Does your definition match the class definition of philanthropy (private action for he public good)?

   1   2   3   4

2. Did you take ownership of your definition (you included one personal anecdote of philanthropic behavior to support your definition)?

   1   2   3   4

3. Did you use a philanthropic quotation from an authority (i.e., Mother Theresa, Princess Diana, Booker T. Washington) that supports your definition?

   1   2   3   4

4. Did you define philanthropy as a verb—the act of giving and serving?

   1   2   3   4

5. Did you describe how philanthropic actions work? *(ex. Every time you do something as simple as take your elderly neighbor's garbage to the curb you have done a philanthropic act.)*

   1   2   3   4

Extension:

Have students use a computer to transfer their essays to blank T-shirts. Present these *"Info Ts"* to the PTA as awards to faithful parent volunteers in your school.

Bibliographical References:

- Baskins, M. "Developing the Five Level Outline." Detroit, MI: Murray-Wright High School English Department, 1997.
- Sebranek, P., V. Meyer, and D. Kemper. *Writers Inc.: A Student Handbook for WRITING & LEARNING*. Boston, MA: D.C. Heath and Company, 1996.

Michigan Curriculum Framework:

	Standard		Benchmark
ELA.	IV. Language	HS.	5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields. Examples include community building, presentations integrating different disciplines, lessons comparing fields of study, promotional material created for an interdisciplinary project, and videos designed to inform or entertain diverse audiences.
ELA.	X. Ideas in Action	HS.	1. Use themes and central ideas in literature and other texts to generate solutions to problems and formulate perspectives on issues in their own lives.

Philanthropy Theme Framework:

	Strand	Standard		Benchmark
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	HS.	1. Define philanthropy to include giving and sharing; volunteering; and private individual action intended for the common good. Explain how a volunteer group can act for the common good.

Lesson Developed and Piloted by:
Valerie Belay
Detroit Public Schools
Murray-Wright High School
Detroit, Michigan

Attachment One
Lesson Five: Essay of Definition¾Part 2

Developing The Five-Level Outline

I.   Introduction

      A.   Thesis Statement
      B.   Organizational Statement (**3 Reasons**)

II.   Body paragraph #1

      A.   Topic sentence based on **Reason #1**
      B.   **Example #1** that supports your topic sentence
      C.   Transitional sentence that connects **Example #1** with **Example #2**
      D.   **Example #2** that supports your topic sentence
      E.   Clincher sentence that closes your paragraph

III.   Body Paragraph #2

      A.   Transitional Sentence that connects **Reason #1** with **Reason #2**
      B.   Topic sentence based on **Reason #2**
      C.   **Example #1** that supports your topic sentence
      D.   Transitional sentence that connects **Example #1** with **Example #2**
      E.   **Example #2** that supports your topic sentence
      F.   Clincher sentence that closes your paragraph

IV.   Body Paragraph #3

      A.   Transitional Sentence that connects **Reason #1**, **Reason #2** with **Reason #3**
      B.   Topic sentence based on **Reason #2**
      C.   **Example #1** that supports your topic sentence
      D.   Transitional sentence that connects **Example #1** with **Example #2**
      E.   **Example #2** that supports your topic sentence
      F.   Clincher sentence that closes your paragraph

V.   Conclusion

      A.   Transitional sentence that proves your thesis statement
      B.   Summarize main points
      C.   Offer solution and or opinion